

Milbank School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through a student file review and interviews with district staff, the monitoring team determined there is a child, who was identified in April 2003, as a student with a learning disability, who does not have a severe discrepancy between their achievement and intellectual ability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will appropriately identify students with disabilities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

When a student is identified with a disability, documentation will support the disability category.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 10/01/04
 12 month reporting date 4/01/05
 Closed 5/27/05

<p>1. What will the district do to improve? The district will have an inservice to discuss the appropriate assessments including functional that must be considered when conducting an evaluation for a child who has the suspected disability of a learning disability.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date of the meeting, list of people in attendance and procedural outcomes.</p>	<p>As soon as possible</p>	<p>Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month)</p> <p>On April 21, 2004 an in-service was given by Rita Pettigrew. She reviewed with staff the appropriate assessments including functional that must be considered when conducting an evaluation for a child who has the suspected disability of a learning disability. All SPED district staff attended the in-service. They were Jolie Tostenson & Karen Hilgenberg – preschool; Mary Lou Bullert, & Barb Thompson – Koch Elementary; LaNae Chamley & Nancy Pauli – Middle School; Nancy Paulson & Joyce Johnson – High School; and Chad Nolz, Sheila Bien, & Paulette Levisen – district wide.</p> <p>As a result of the in-service staff is using the appropriate functional assessment tools when evaluating a student suspected of having a learning disability.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 10/01/04
 12 month reporting date 4/01/05
 Closed 5/27/05

<p>2. What will the district do to improve? For this specific child the district conducted a functional evaluation in the area of listening comprehension as that was the area of need but there was not a severe discrepancy between the achievement and intellectual ability.</p> <p>What data will be given to SEP to verify this objective? Copy of the Prior Notice for Evaluation to conduct the functional evaluation; copy of the functional report; copy of Prior Notice for a Meeting; & copy of IEP Addendum</p>	<p>Completed by 11/26/03</p> <p>Submit to SEP as soon as addendum meeting has been held</p>	<p>Speech/Lang Therapist and Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month) Copies of this information were submitted on 11/26/03.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? Students identified with the disability of a specific learning disability will have appropriate evaluation administrated to determine they meet the SD eligibility criteria.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the number of students who have been evaluated for the suspected disability of specific learning disability and report on the appropriate evaluation assessments used to determine the disability.</p>	<p>August 30, 2004 & on going there after</p>	<p>Special Service Director</p>	<p>Met Oct '04</p>	

6 month reporting date 10/01/04
12 month reporting date 4/01/05
Closed 5/27/05

Please explain the data (6 month)

The academic tools we use are: TEMA-2; TOMA-2; TERA-3; TEWL-2; TOWL-3; TORC-3; DAB-3; KTEA-II; MeyMath; OWLS; WJ-III; K-ABC; Battelle Developmental Inventory; Woodcock Johnson; & Reading Mastery-R. The functional tools we use are: Brigance; Qualitative Reading Inventory; STAR Reading; STAR Math; Work Samples; Writing Samples; & Portfolio data. During the 2003-04 school year we re-evaluated 17 students identified with a SLD. One of the 17 did not qualify. We also conducted 14 new evaluations of which 4 did not qualify.

Please explain the data (12 month)

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through a review of sixteen student files, the monitoring team found the district staff did not consistently include functional information in the evaluation process. Although functional assessment was frequently completed, only grade equivalent scores were listed in the report. The information was not analyzed and a written summary of strengths and needs were not developed for specific skill areas affected by the student's disability. The student's present level of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional objectives therefore did not link to evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student evaluation reports will include functional assessment.

6 month reporting date 10/01/04
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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Functional assessment will be part of a student's comprehensive evaluation. The students functional assessment will be analyzed and a written summary will include strengths and needs for specific skill areas affected by the student's disability</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? All Special education staff members will be trained in the areas of functional assessments. What data will be given to SEP to verify this objective? Documentation of when, and who attended this inservice will be reported to SEP.</p>	<p>As soon as possible</p>	<p>Psychological Examiner and Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month)</p> <p>On April 21, 2004 an in-service was given by Rita Pettigrew. She reviewed with staff the appropriate assessments including functional that must be considered when conducting an evaluation for a child who has the suspected disability of a learning disability. All SPED district staff attended the in-service. They were Jolie Tostenson & Karen Hilgenberg – preschool; Mary Lou Bullert, & Barb Thompson – Koch Elementary; LaNae Chamley & Nancy Pauli – Middle School; Nancy Paulson & Joyce Johnson – High School; and Chad Nolz, Sheila Bien, & Paulette Levisen – district wide.</p> <p>As a result of the in-service staff is using the appropriate functional assessment tools when evaluating a student suspected of having a learning disability.</p>				

6 month reporting date 10/01/04
 12 month reporting date 4/01/05
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Please explain the data (12 month)				
<p>2. What will the district do to improve? Functional assessment will be a part of the evaluation process and will be included in the report for each student evaluated by the Milbank School District.</p> <p>What data will be given to OSE to verify this objective? The district special education director will spot check two student files from each special education teacher who has conducted an initial or re-evaluation assessment, to verify functional assessment has been completed and is part of a written report. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>August 30, 2004 and On going there after</p>	<p>Psychological Examiner and Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month)</p> <p>I spot checked two student files of three teachers – Barb Thompson, LaNae Chamley, & Nancy Paulson. At the elementary level she is used the STAR Math and STAR Reading as functional data for her students; at the middle school level she used work samples and appropriate portions of the Brigance writing & math for one student and writing for the other student; and at the high school level she used writing samples.</p>				
Please explain the data (12 month)				

<p>Principle 5: Individual Education Program</p>

6 month reporting date 10/01/04
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Closed 5/27/05

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
In the majority of the files reviewed, present levels of performance did not address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The district will ensure that student's IEP (present levels of performances) contain required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.				
Student's IEP (present levels of performance) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 10/01/04
 12 month reporting date 4/01/05
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<p>1. What will the district do to improve? All IEP's will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for PLOP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>August 30, 2004 and On going there after</p>	<p>All Special Education Teachers & Therapists And Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month) I have reviewed eighteen student files of nine different teachers for PLOP content requirements. I must say they are improving since teachers began using their own words to describe student strengths and needs rather cutting & pasting the information from the psychological report. I have found that they state the specific skill affected by the student's disability; identify the student's strengths & needs in that skill area; and they talk about how the disability affects the student's progress and involvement in the regular curriculum. The PLOP also includes information from the parents at the time of the meeting and/or when it is an initial or re-evaluation, information that was obtained during the "permission to evaluate" meeting.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individual Education Plan				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In seven student files, the IEP indicated extended school year (ESY) was needed or was to be determined at a later date, but there was no documentation to support that extended school year was addressed. Interviews with staff and parents indicated ESY services do occur in the district, however; the documentation completed to support the permission of services was not placed in the student files, nor could it be located elsewhere.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that the student's IEP team determines the need for ESY.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>The student's IEP document will reflect that appropriate procedures were followed when providing ESY services.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? Develop a new practice to address & document the needs for ESY. The practice implemented immediately is as follows: For students whose IEP is developed between August and prior to the third quarter parent teacher conference, if the team cannot decide the student's need or lack of need for ESY, an ESY meeting will be held during the Spring Parent/Teacher conference. All IEP's developed after the third quarter will address ESY during that IEP meeting.</p> <p>What data will be given to OSE to verify this objective? The district will submit to SEP the total number of students who have been determined in need of ESY for the school year and of those files report the number of student files that reflect that appropriate procedures were followed when providing ESY services.</p>	<p>August 30, 2004 And On going there after</p>	<p>All Special Education Teachers and Therapists And Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month) During the summer of 2004, the Milbank School District served 34 students for ESY services. Permission for ESY was obtained during the annual IEP review meeting for 30 of the 34 students. Permission for ESY was obtained for four students at a special meeting.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individual Education Program

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In four student files reviewed, the behavioral assessment, report and/or present levels of performance contained information regarding the impact of student behavior on their educational performance. In developing the IEPs for these students, the team checked "no", indicating the behavior does not impede learning. As a result, the IEP team did not address strategies, including positive behavioral interventions and supports to address the behaviors.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>When developing a student's IEP the district will ensure the team addresses consideration for special factors.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>In developing a student's IEP the team will give consideration to whether behavior impede learning. If it does, the IEP team will address strategies, including positive behavioral interventions and supports to address the behaviors.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 10/01/04
 12 month reporting date 4/01/05
 Closed 5/27/05

<p>1. What will the district do to improve? When a behavioral assessment, report and/or present level of performance states a student's behavior impacts their educational performance, the IEP team will address strategies and supports to address the behaviors.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the total number of students who have behavior concerns that impact their education performance and of those students report the number of student files that reflect that the IEP team addressed strategies and supports to address the behavior.</p>	<p>August 30, 2004 and On going there after</p>	<p>Psychological Examiner, All Special Education Teachers, Therapists, and Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month) Four students were initially or re-evaluated during the 03-04 school year that have behavior concerns that impact their educational performance. All four of those students' IEP teams addressed strategies and supports to address their behavior.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individual Education Program</p>

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The review team completed a file review of ten students who are age fourteen and older. The transition portion of the IEP did not provide for an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The plans seen by the review team typically identified employment and living outcomes that were not student oriented.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that each student's IEP addresses transition services at age fourteen or earlier if appropriate.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>Student IEPs will provide when appropriate an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The IEP will be student oriented.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? IEPs for student's 14 and older will contain student based employment and living outcomes for transition to adult living, which will be utilized as a planning devise in the student's IEP to ensure desired outcomes.</p> <p>What data will be given to SEP to verify this objective? The special services director will spot check two IEPS from each transition case manager/teacher. Total number of transition case manager/teacher and number of files reviewed along with findings will be reported to SEP.</p>	<p>August 30, 2004 and on going there after</p>	<p>Special Education Teachers and Special Services Director</p>	<p>Met Oct '04</p>	
<p>Please explain the data (6 month) We have four teachers who are "transition case managers" for students 14 and older. Eight files, two of each staff members, were spot checked. The plans are student oriented identifying what the students needs to accomplish in employment and living.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 5: Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In a review of three student files, the review team noted students were informed of the transfer within shorter timeframes.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that one year prior to turning eighteen each student with a disability will be notified and explained transfer of parental rights.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Student's IEP will address transfer of rights to a student one year prior to turning eighteen.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? By August of each year, the special education director will identify all students on IEP's that are 16 years old. This list will be disseminated to the appropriate staff reminding them to address the transfer of parental rights during that student's next IEP meeting.</p> <p>What data will be given to SEP to verify this objective? We will submit the number of students on IEP's that are 16 and the number of meetings held during the school year where transfer of parental rights was addressed prior to their 17th birthday.</p>	<p>August 30, 2004 And June 1, 2005 & on going there after</p>	<p>Special Services Director & Special Education Teachers</p>	<p>Not Met</p>	<p>Met May '05</p>

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Please explain the data (6 month)

This goal was not met in August, as we have had no IEP meetings for 16 year olds. The list was developed in October and distributed to staff. There are 10 students who fall in this age range for the 04-05 school year.

Please explain the data (12 month)

Transfer of rights was addressed for 10 out of 10 students.